



**TEACHER'S PERCEPTION ON FOLKLORES IN ENGLISH  
TEXTBOOK IN SMA 1 BAE KUDUS**

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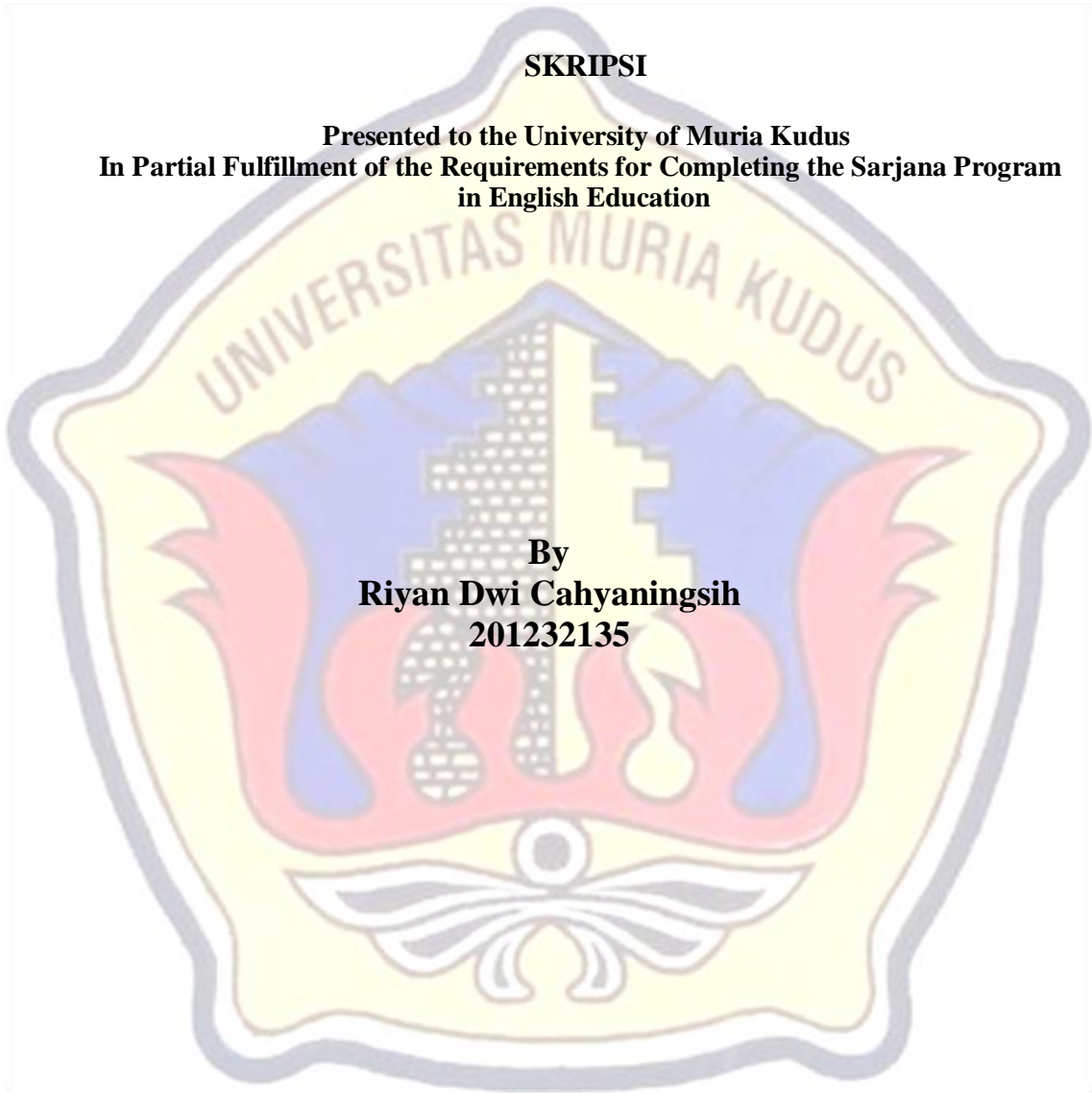
**2017**



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TEXTBOOK IN SMA 1 BAE KUDUS**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing the Sarjana Program  
in English Education**



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**2017**

## MOTTO AND DEDICATION

### Motto:

- *There is no limit of struggling*
- *It only takes a smile to hide a million tears.*
- *Smile is a simple way of enjoying life*
- *Intelligence is not the determinant of success, but hard work is the real determinant of your success.*

### This skripsi is dedicated to:

*The skripsi is dedicated to:*

- ❖ *The writer's beloved husband( Irfai Fathurohman) and her daughter( Asyifa Zahra A)*
- ❖ *The writer's beloved father (Ratim Mugi Rahardjo) and mother (Sri Umiati).*
- ❖ *The writer's beloved family*
- ❖ *The writer's beloved friends D'TIME*
- ❖ *All writer's lecturers on Muria Kudus University*
- ❖ *All the writer's friends in English Education Department of UMK*

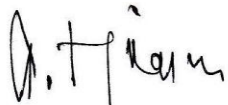


### ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Riyan Dwi Cahyaningsih (201232135) has been approved by the skripsi advisors for further approval by the Examining Committee.

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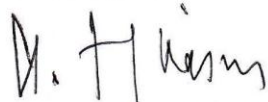
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Finally, the writer hope this Skripsi will be useful for the readers especially to the learners of English Education Department in Muria Kudus University.

Kudus, February 2017

The writer,

Riyan Dwi Cahyaningsih  
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## ABSTRACT

Cahyaningsih, Riyan Dwi. 2017. *Teacher's Perception on Folklores in English Textbook in SMA 1 Bae Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. H. A. Hilal Madjdi, M.Pd., (ii) Agung Dwi Nurcahyo, S.S., M.Pd.

**Key words:** *Teachers' perception, Folklores, Textbook.*

Selection of teaching materials is one of the main important things to be done by the teacher. Through the process of selecting appropriate teaching materials, the learning process becomes successful. The importance of knowing the perception of teachers in the use of learning materials is essential known.

The purpose of this research was to determine the perceptions of teachers about folklore texts in English textbook in class X SMA 1 Bae Kudus. This research is a descriptive qualitative. The instrument used was questionnaires. List of statements and questions given to teachers in class X SMA 1 Bae Kudus to know the teacher's perception of the text folklore textbook graders X.

The results of this research, the researcher conclude that the teacher's perception is different when responding folklore text used for learning materials. X grade of English teacher there who answered "Yes" there is also answered "No" either in the statement or question given by the researcher. The answer is different because of the teacher's perception of the problems that arise in learning a skill as reading, accuracy in tapping local wisdom and meanings in folklore.

Researcher advise that text folklore used in teaching students of class X are texts folklore that surrounds the student environment that has value and the message that is important to know the students and can be preserved continuously. The importance of the selection of appropriate teaching materials made in accordance with the context of the learning environment so that students will be exactly the intended target with outcomes that students can protect and preserve the folklore.



## ABSTRAK

Cahyaningsih, Riyan Dwi. 2017. *Teacher's Perception on Folklores in English Textbook in SMA 1 Bae Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. H. A. Hilal Madjdi, M.Pd., (ii) Agung Dwi Nurcahyo, S.S., M.Pd.

Kata Kunci : *Persepsi Guru, Cerita Rakyat, Buku Ajar*.

Pemilihan bahan ajar merupakan salahsatu hal yang penting untuk dilakukan oleh guru. Melalui proses pemilihan bahan ajar yang tepat maka proses pembelajaran menjadi berhasil. Pentingnya mengetahui persepsi guru dalam penggunaan materi pembelajaran merupakan hal yang penting diketahui.

Tujuan penelitian ini adalah untuk mengetahui persepsi guru terhadap teks cerita rakyat pada buku ajar kelas X di SMA 1 Bae Kabupaten Kudus. Penelitian ini adalah penelitian kualitatif deskriptif. Instrument yang digunakan adalah quesioner. Daftar pernyataan dan pertanyaan diberikan kepada guru kelas X di SMA 1 Bae Kabupaten Kudus untuk mengetahui persepsi guru terhadap teks cerita rakyat dalam buku ajar siswa kelas X.

Hasil penelitian ini, peneliti simpulkan bahwa persepsi guru berbeda-beda ketika menanggapi teks cerita rakyat yang digunakan untuk materi pembelajaran. Guru bahasa Inggris kelas X ada yang menjawab “Ya” ada juga yang menjawab “Tidak” baik pada pernyataan maupun pertanyaan yang diberikan oleh peneliti. Jawaban ini berbeda dikarenakan persepsi guru terhadap masalah yang timbul dalam pembelajaran seperti keterampilan membaca, ketepatan dalam menggali kearifan lokal dan makna yang ada dalam cerita rakyat.

Peneliti memberikan saran bahwa teks cerita rakyat yang dipergunakan dalam pembelajaran siswa kelas X adalah teks-teks cerita rakyat yang ada di sekeliling lingkungan siswa yang memiliki nilai dan amanat yang penting untuk diketahui siswa dan dapat dilestarikan secara terus menerus. Pentingnya melakukan pemilihan bahan ajar yang tepat dilakukan sesuai dengan konteks lingkungan siswa sehingga pembelajaran akan tepat pada sasaran yang dituju dengan luaran yaitu siswa dapat menjaga serta melestarikan cerita rakyat.

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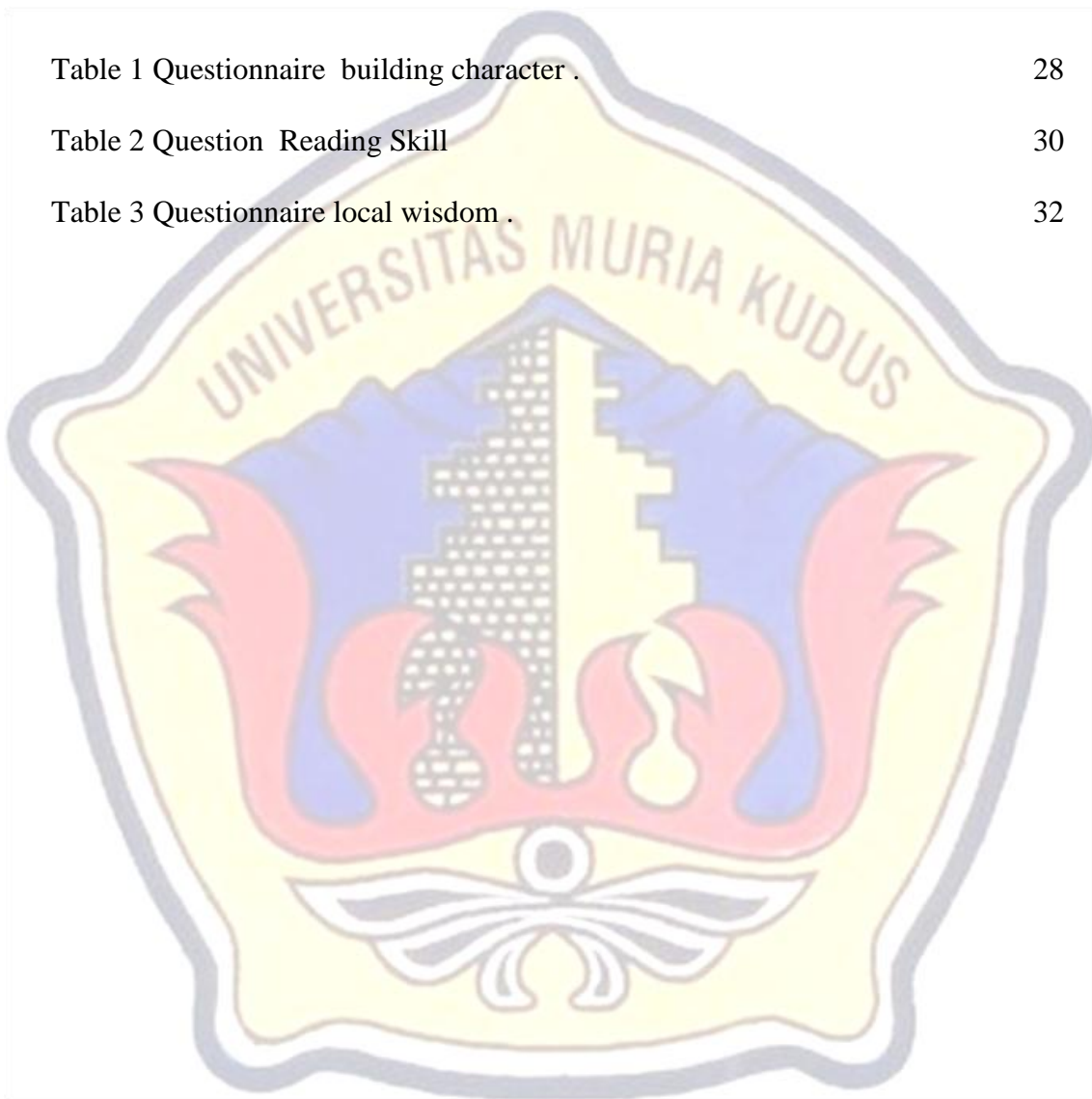
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

English educational objective is to develop the ability to communicate in both written and verbal. The language skills include listening, speaking, reading, and writing. The development of language skills need to be supported by an awareness of the nature and importance of English as one of the main foreign language to become a major tool of learning. However, the development of language without relating to culture and expand the role of language in culture will be the role of the language to be reduced.

One of the main components that determine the success of learning: the role of the book as a source of learning. The book as a reference source that can contain a variety of information that is written by the author to the reader as a step to obtain an overview of the topics covered at the time. The presence of books in education as one of the main sources of learning is often associated with the completeness of the textbook. Lasa (2006: 1) describes the textbook is a learning tool that is commonly used by schools and colleges to support a teaching program.

The quality of a good textbook can provide insight, knowledge, and skills that are easily understood by students. Textbooks say to the area to be studied if in providing learning resources to students has been planned from the beginning by the teachers so as to present a meaningful learning process to students. Selection of the textbook is important to do because not all textbooks in line with the syllabus and basic competencies that are taught at the time. Textbooks in use in learning in high school

(SMA) is determined by the teacher as presenter of learning materials that lead students toward understanding the ideal expected by the teacher. Errors in selecting appropriate textbooks resulted in the learning process is said to be less successful because the textbook can not be a source of learning. Existing demands in the syllabus and basic competence in the high school level testified that the use of textbooks in learning can come from anywhere, but the truth of the facts in terms of priority.

Textbooks can now be obtained easily, because the technology can be used by students and teachers in acquiring. Technology as a means facilitate learning becomes essential to use for access to inexpensive and can be done anywhere and is not limited by time. Through the provision of information by the use of electronic textbooks such that there is completeness of the textbook is used as a source of learning in school and as a complement to students' needs.

Folklore is one of the main stories in the English language learning in class X SMA. Various folklore as myths, legends, and fairy tales is a form of folklore in a story in the English textbook reading skills as learning materials. But the stories in the text students are always given the stories that are generally well known local stories not shown in the environment of students. It makes students less able to explore the folklore that exists in the environment. Sensitivity students in preserving folklore to be reduced because of the absence of regional folklore students' place of origin contained in textbooks. Whereas folklore in the student had the noble values that can be preserved and used as one of the main ways to improve the sensitivity of students in various local cultural wealth that is in the vicinity.

Prose folklore as folklore, as stated Hutomo (1991: 7) have the feature (1) shall be oral (oral), (2) are traditional, (3) its existence often have variants or versions, (4) is

always anonymous, and ( 5) tend to have a clear formula or formula (read Danandaja 2008: 58). Meanwhile, Endraswara (2009: 21) complements the characteristics of the folklore of the cover (1) have utility for supporting or collectively, (2) is pralogis, (3) become a common and shared responsibility, and (4) the nature plain and spontaneous.

Endraswara (2009: 21) further revealed that "the characteristics of folklore namely (1) shows the pragmatic aspects of folklore, (2) shows the logic of folklore which are sometimes still in its early stages pre thoughts, (3) refers to the aspect of preservation and safeguard folklore relating to collective nature, and (4) describe the presence of folklore and not necessarily intentional, and less noticeable."

Focused on these characteristics, in the realm of culture, Harvilahti (2003: 200) and Koster (1978: 42-43) states "is the work of traditional folklore that was born from the culture of the community. Therefore, folklore has a strong link with nature, circumstances, and the tradition of the owner of folklore. "The Brunvand (1978: 37) argues" Based on the approach anthropological folklore appeared not only a series of style abstract, verbal, or otherwise, but as traditional patterns of thought and behavior that looks at different ways of communicating."

Reading skills are skills that are given to students to explore the meaning or purpose of reading or discourse in writing so that it can obtain the information they have read something. On reading skills class X SMA 1 Bae Kudus used textbook in practice providing illustrations or folklore is still within reach in general has not shown textbook gives examples of folklore in the student environment. Reading comprehension should show characteristic areas of excellence and become one of the main steps to foster the younger generation who know, know, and understand the folklore surrounding is reduced.



Nurhadi (1995: 340) states that in general assert reading is an interpretation of symbols written or read is to grasp the meaning of a particular sequence of letters. Reading is to identify the symbols and associate meanings. Reading can also be translated as the process of identifying and comprehension are searching messages conveyed through written language system.

The importance of providing examples of the application of learning to cultivate a sense of sensitive ,want to know, responsibility and the spirit of preserving the local culture in a neighborhood area students become characteristic each school. Research conducted by Rilya Olga (2014) titled "The Teachers' Perceptions On English As A Medium Of Instruction For Mathematics And Science". Rilya research results Olga (2014) is the importance of the use of English as the instruction in the subjects of mathematics, and science and other subjects. The importance of confidence conducted by the teacher in expressing perceptions in English would improve the ability of teachers to get information and deliver well informed. Teachers agree that the importance of learning the English language and apply it as a language of instruction in various subjects.

Based on the issues that have been submitted so in this study researchers determined the research title is "Teacher Perceptions of folklore in English Textbook in SMA 1 Bae Kudus". The study is expected to obtain information about the teacher's perception of the folklore texts used in English language learning for the benefit of this and that is therein.

## **1.2 Statement of the Problem**

The statement of the problem in this research is “How is teacher’s perception on folklores as teaching materials in english class?”

### 1.3 Objectives of the Research

The objective of the Research is to “Describe the teacher's perception on folklores as teaching materials in English class”.

### 1.4 Significance of the Research

The results of this study are expected to be useful both theoretically and practically.

#### 1. Theoretical Benefits

The result is expected to increase the knowledge about textbooks in English language learning in accordance with local cultural characteristics.

#### 2. Practical Benefits

- a. The results of this study are expected to provide an overview of the teacher's perception of the textbook in accordance with the learning of English in accordance with contextual in the area.
- b. This research is expected to provide information to the reader about the teacher's perception of the textbook.

### 1.5 Scope of the Research

This study focused on teachers' perceptions of the folklore texts on their reading skills class X SMA 1 Bae Kudus. The subjects of this study are an English teacher at SMA 1 Bae Kudus. Text folklore into the data in this study was obtained from the textbook used by English teachers in implementing the learning

### 1.6 Operational Definitions

The operational definition used in this study to provide an understanding of the title of the study conducted by researchers.



### **1.6.1 Perception of Teachers**

Teachers perception mean the responses uttered by the teachers about folklores found in English textbook for the tenth graders that is used in teaching and learning process.

### **1.6.2 Folklore**

Folklore is a story that comes from the community and has a characteristic in accordance with the local culture in the area and believed by the public as an oral and written tradition. Folklore in this study consisted of myth, legend, origin contained in the textbook in class X SMA 1 Bae Kudus.

### **1.6.3 Textbook**

Textbook is a learning tool that is commonly used by schools and colleges to support a teaching program. Textbook in this study focused on the textbook of English class X SMA 1 Bae Kudus.

### **1.6.4 SMA 1 Bae Kudus**

SMA 1 Bae Kudus is one of the Senior High School in Kudus, which located in Jendral Soedirman Street km.04 Ngembalrejo Bae Kudus.

## **CHAPTER II**

### **REVIEW RELATED TO LITERATURE**

#### **2.1 Review Related to Literature**

The study of theory in this study describes about the definition of perception, the characteristics of perception, the importance of teachers' perceptions, the factors that influence the perception, definition of folklore, forms of folklore, the definition of a textbook, the characteristics of textbooks, the quality of textbooks, research studies relevant frame of mind.

### **2.1.1 Teacher's Perception**

Teacher's perception is called as teacher's belief. It is about the theory of teacher's behavior, knowledge, language skill and activity in classroom. Bauch (in Saad, 2013: 1986) explains teacher's beliefs are attitudes that affect a person's intentions and decisions. In the context of education beliefs refer to teachers' behaviors with some individual teaching practices reflecting teachers' beliefs about teaching and learning a foreign language. MacLeon (1992) states that beliefs are largely cognitive in nature, and are developed over relatively long period of time. Emotions, on the other hand, may involve little cognitive appraisal and may appear and disappear rather quickly, as frustration of trying to solve a hard problem is followed by the joy of finding a solution. Talis (2009: 93) defines the core aspects of teachers' beliefs is general pedagogical knowledge. Richards (2011: 19) explains teachers's beliefs as thoughts and thinking processes that shape their understanding of teaching and their classroom practices. Canbay, et al. (2012: 71), explain teacher's belief is based on the teacher's prior experiences, school practices, and a teacher's individual personality. McDiarmid, et al. (1988: 4), explains teacher's belief is about understandings of the individual common places: subject matter, learners, learning and teaching, and context. In conclusion, it is thought that teacher's belief is related to attitudes, emotions and experiences that are owned by the teacher in the implementation of the teaching and learning program.

### 2.1.2 Characteristics of Perception

This section drawn from Nelson and Quick's (1997: 84-87) concise description of the three major characteristics that influence one's perception of other people:

**a. Perceivers-Specific Characteristics:** One of the perceivers' specific factors that

influence perception is familiarity with the object of perception. Familiarity implies that, compared to others, One is better positioned to make observations leading to better relative ability to arrive at superior decisions about a particular situation. However, one must note that to perceive someone accurately one must have generated accurate data on that person during the stage of observation. This is because the relationship between familiarity and accuracy is not always direct. One's mood is another important factor that affects the way one perceives others. Generally, the difference in the reaction to situations is a function of the state of happiness or sadness in which ones find them. Thus, one tends to more easily remember information that identify with moods than those that do not. The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others. Therefore, greater understanding of self allows people to have more accurate perception of others. The cognitive structure, that is, a person's thought pattern of thinking equally determines his/her perception in significant ways. While some individuals are inclined to perceiving physical characteristics such as height, weight, and appearance others pay more attention to central traits or personality dispositions. However, there are people that are

capable of perceiving all these traits at the same time instead of focussing on only one aspect.

**b. Target-Specific Characteristics:** Social perception is also influenced by certain characteristics that are specific to the person being perceived (i.e. the target).

One of the most important target-specific characteristics is the physical appearance of the perceived. Some of these characteristics include height, weight, estimated age, race and gender. More importantly, perceivers find it easier to pick out those appearance traits include a very tall person, an energetic child as well as newcomers within a community. Verbal communications out of which perceivers assess a targets voice tone, accent and related factors also affect his/her perception. Furthermore, the nonverbal Communication contains a lot of information through which an individual is perceived. Eye contact, facial expressions, body movements and posture are features that guide the perceiver's impression of the target. But, while facial impressions tend to convey general meanings, nonverbal communication poses a challenge of having different meanings in different cultures. Mention must also be made of the role of the intentions of the target as inferred by the perceiver.

**c. Situation Specific Characteristics: this is a very significant factor** that affects the impression that is formed about someone by an individual. In other words, the Social context of the interaction is a major influence. For instance anybody that interacts with the Chief executive of a bank in a political rally would certainly go away with a different impression of him/her compared to meeting him in his/her bank office. "In Japan, social context is very important. Business discussions after working hours are or at lunch are taboos. If one tries to talk



business during these times, one may be perceived as rude.” The strength of situational cues often provides clear indications of behavior that are acceptable within certain environmental contexts. Thus, there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual. This is what is referred to as the discounting principle in social perception. An illustration of this principle is when one comes in contact with a sociable bank marketing officer that goes ahead to find out about pastime, and knowledge of service delivery in the banking industry. Basically, in this context, this person is prospecting for customers to whom he intends to introduce the services of his/her bank.

### **2.1.3 The Importance of Teacher’s Perception**

Teachers are one of the most important personnel in educational system that are in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers’ perceptions have been highlighted. Smylie (1988:23) in his path analysis study of 56 teachers undergoing a staff development process concluded that teacher’s perceptions and beliefs are the most significant predictors of individual change.

Barcelos (2003: 15) states that language teachers’ perceptions influence what language teachers do in the classrooms. Similarly, Yu in Srankang and Jansem (2013: 50) mentions that teachers’ perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. This means that teachers’ perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers’



perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi, 2009: 142).

Jia (2004: 26) states in her study that some writers believed that as behaviour is led by thought, exploring teachers' perceptions and beliefs help gain deeper understanding of teachers' behaviours in classrooms and provide guidance for enhancing teachers' practices. Teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement (Anderson & Roth, 1991).

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

#### **2.1.4 Factors that Influence Perception**

It has been noted that teachers' perception are coming from different background. Robson (2002: 95-113) argues that teachers might have been influenced by the way they themselves acquired work-related knowledge in their first occupations, although without direct observation of their practice, it was impossible to confirm this. Ramazanlis (2013) study finds that teachers' perceptions depend on language ability of their students. In addition, Holt- Reynolds (1992: 325-349) has suggested that teachers' entry beliefs and perceptions strongly influence both the way they view the theoretical components of teacher training and the teaching behaviours during field experience.

Hsieh (2002) indicates that teachers demographic background, educational background, career background had significant effects on teachers' perception and belief about EFL learning. Factors influenced the perception system including individual's learning experiences, public opinions and examples of other people, motivation of EFL learning, and knowledge of educational theory. Based on Banduras (1995: 3-5) theory of self efficacy which related to teachers' perception and belief, self efficacy begin and continue grows up deal with variety of experiences and situations.

Furthermore, Richardson (1996: 102-119) highlightes three major sources of teacher perceptions and beliefs: personal experience, experience with schooling and instruction, and experience with formal knowledge both school subjects and pedagogical knowledge. According to Donaghue (2003: 344) teachers perception are derived from sources such as experience and personality. Sia's (1992) study, show that experiential activities, such as teaching practicum or other mastery experiences seem to have a great impact on self-efficacy perception of teachers. Goker (2006) points out, teacher efficacy is strongly influenced by unique features of the inherent cultures and by cultural and social backgrounds of the teachers.

To sum up, factors influencing teachers perception can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students ability, and situation.

### **2.1.5 Definition of Folklore**

Folklore belong to the realm of traditional culture. As stated by Rahmanto & B. Kaswanti Purwo (1999: viii) folklore is an oral literature in which concerned with

aspects of mimesis, not only formed but also to form an oral culture with the oral state of mind that can be grouped into traditional culture. As according Hutomo (1991: 1) folklore, including the type of oral literature, while the definition of oral literature is literature that includes expression of citizens literature and culture that is spread by word of mouth.

Limitations on folklore that spread through word of mouth expressed by Sudjiman (1984: 16) that folklore is the narrative anonymous who are not bound by space and time, which circulated orally in the community, including animal stories, fairy tales, legends, myth and saga. The Rampan (2014: 1-2) explains that folklore lifted from English folktale. In the scientific arena known as folklore which refer that folklore belonged to a certain society different from other societies. Based on that Rampan defines that folklore is the story of life in a certain collective environment.

The definition of folklore by Rampan (2014: 1-2) suggests the etymological folklore, folklore belong to a collective society, and between communities with one another have different folklore. As according Endraswara (2009: 28) that folklore or folklore is a masterpiece of the past, both oral and written are very valuable to future generations.

As for the popularity of cultural manifestation, according Koentjaraningrat (1994: 5-13) folklore is one form of physical culture. This relates to a form of culture which consists of (1) an idea, (2) behavior, and (3) physical.

### **2.1.6 Forms of Folklore**

. The shape of the cover story of the People's prose (1) myths, (2) a legend, and (3) folktale. This is in accordance with the opinion of Danandjaja (1994: 50-51) that the narrative prose of the people are divided into three broad categories, myths, legends, and



folktale (Danandjaja 1995: 48).

#### **a. Mite**

Mite or myths is a tale containing elements of mystery, the unseen world, and of the gods that are considered really happened by the community owner myth concerned. As for the characters of the gods or beings, demi-gods, while the events occurred in another world, not the world that exists today (Sugiarto, 2015: 177). The Danandjaja (1994: 52) states myth is a story that tells about the universe, about the world of gods, and the figures have heroic values.

According to Ratna (2011: 110-111) was the story of the nation's myths, gods and other supernatural beings, in which already contained a variety of interpretations, even supernatural. Mite distinguished by a fable or a story about animals and legends or stories about the origin. Mite is a symptom that exist in society. He is a model for action that further serves to give meaning and value to life.

#### **b. Legend**

Legend is a folktale based on the history of the occurrence of a place and connected with peculiarities or natural wonders (Soetarno 2008: 43). The Hutomo (1991: 64) states legends are stories by the owner community is considered as a historical event. Therefore, there are some people who say that the legend as a folk history.

Definition legend that is almost similar to Hutomo opinion, expressed by Danandjaja (1994: 66) that the legend is the story of folk prose which is considered by the source of the story as an event that truly never happened. The events in the legend at the time had yet occurred in the past and the human world or the world we know today.

#### **c. Fairytale**



According Danandjaja (1994: 83) fables are short stories collective oral literature whose story is not considered really happened. Fairytale is told primarily for entertainment although many also illustrating the truth, contains lessons (moral) or even satire.

### **2.1.7 Definition Textbook**

Textbook is a learning tool that is commonly used by schools and colleges to support a teaching rogram. Textbooks are publications contain certain fields of science or written individually or in groups on behalf of individuals or institutions. This issue is usually used as teaching materials in schools or colleges, lecture or training and can be studied alone (Lasa, 2006: 1).

According to Tarin and Tarin (2009: 12) there are some characteristics of a textbook, namely (1) the textbook it is always a textbook intended for students at certain educational levels; (2) the textbook is always associated with a particular field of study; (3) The textbook was always a book that standard; (4) textbooks are usually compiled and written by experts in their respective fields; (6) the usual textbook is also equipped with a means of teaching; (7) the textbook is written for a specific level of education; (8) the textbook is always written to support a teaching program.

According Muslich (2010: 50) textbook is a book that contains a description of material about the course or field of study, systematically arranged and has been selected based on specific objectives, learning orientation, and student development, to be assimilated.

### **2.1.8 Characteristics Textbook**

Lewis and Paine (in Pannen and Purwanto, 2001: 23) deliver a fundamental difference between the textbook to textbook, as follows:

No.	Difference	
	Schoolbook	Textbook
1.	Aroused interest from readers	Assumes the reader's interest
2.	Written and designed for students	Written and used for general audiences
3.	Explaining instructional purposes	Not necessarily explain the instructional goals
4.	Compiled by "Flexible Learning"	Designed for widely marketed
5.	The structure is based on the needs of students and the final competence to be achieved	Arranged linearly
6.	Focusing on providing opportunities for students to practice	Its structure is based on the logic of scientific fields (content)
7.	Accommodate students' learning difficulties	Do not anticipate difficulty of student learning
8.	Always provide a summary	Not necessarily provide training
9.	The writing style (the language) and semi-formal communicative	The writing style (language) narrative but not communicative
10.	Density based on the needs of students	Very solid
11.	Packaged for use in the instructional process	Packaged for public sale
12.	Have a mechanism for feedback from students	Does not have a mechanism for collecting feedback from users
13.	Explain how studying textbooks	Not giving suggestions how to study the book.

### 2.1.9 Quality of Textbook

The ideal textbook is a textbook that can integrate a variety of disciplines and learning strategies. According Andayani (2009: 23) Integrated Approach as a concept can be regarded as a learning approach that involves multiple disciplines.

Textbook is closely related to the prevailing curriculum. Good textbook should be relevant and support the implementation of the curriculum. Linguistic criteria refers to the goal of keeping the textbook can be understood by students. Meanwhile, the sequence of textbook constructed as follows: the point of view, clarity of concept, relevance, interest, motivation, stimulate activity, illustration, communicative,

supporting other subjects, respect individual differences, and establish values (Tarin, 2009: 24 ).

## 2.2 Previous of the Research

Relevant studies on this research are used to strengthen the research conducted by the researchers.

The first study by Rilya, Olga (2014) entitled "The Teacher Perseptions On English As A Medium Of Instruction For Mathematics And Science". The results of this study is the importance of the use of English as a medium of learning mathematics and science and other subjects. Confidence becomes an important thing to be done by the teacher when the teacher gives an introduction and a conclusion on the material being taught at the time.

Equations with a study conducted by researchers and Rilya that is equally focused on the teacher's perception. The difference is Rilya on the use of English as a medium of learning, and research on teachers' perceptions of the text textbook folklore.

Second, research by Subagyo, Komari, Pambudi (2015) with the title "Perception of Elementary School Physical Education Teacher of the Thematic Integrative Approach to the Curriculum 2013 :. The results showed that the perception of elementary school physical education teachers on thematic integrative approach to the curriculum in 2013 in sequence as follows: a very good perception of 4.4%, a good perception for 23.9%, 32.5% sufficient perception, perception is not good of 19.6%, and the perception is not good by 19.6%.

Equation Subagyo research colleagues and researchers that together describe the teacher's perception. While the difference is Subagyo focused on the perception of elementary school physical education teacher and researcher focusing on the perception



of teachers in the subjects of English to the textbook that contains the text of folklore there is a class X SMA.

Third, research by Santoso, Larasati, Fathony (2013) with the title "Supervising Teacher Perceptions on Learning Process PPL UNY students in SMK Kota Yogyakarta Doctrine year 2012/2013". The results showed: the perception of a tutor to the students' skills PPL practices in the learning process of the school year 2012/2013 in the high category 18.33%, the category was 56.67%, and 25% lower categories. A total of 25% included in the low category this is because students do not have experience in teaching practices and lack of control components in the implementation of learning skills, especially in open lessons and classroom management so that the interaction with the students is not maximized.

Equation research conducted by Santoso et al and researchers that the perception of teachers as a source of information. While the difference Santoso et al conducted a study on the perception of a tutor to students in vocational PPL UNY Yogyakarta, while the researchers on the perception of the subject teachers of English in SMA 1 Bae Kudus about the use of the textbook in accordance with the text of folklore.

Fourth, research by Wahyuni, Endang, Rokhyanto (2015) with the title "Textbook Indonesian Gender-Based Media Character Development as Students". The results of the study as follows: First, the characters are developed in textbooks are gender-based Indonesian students who are able to access, participation, control, exploit the practice of life, regardless of sex. Second, learning materials gender-based Indonesian developed in accordance with the values of gender and values subjects Indonesian. Third, the structure of textbooks Indonesian gender based must consider: (1) the structure of the display, (2) the structure of the language, (3) comprehension, (4) the



structure of stimulants, (5) the structure of the text (readability), and (6) the structure of matter instructional.

Equations with research conducted by Wahyuni colleagues and researchers that studied the use of a textbook on learning. while the difference Wahyuni et al in the textbook Indonesian whereas gender-based researchers in the textbook of English text in which there are folklore.

Fifth, research by Dopo and Ismaniati (2015) with the title "Teacher Perceptions of Digital Natives and Digital Learning Resources and Motivation Utilizing Digital Learning Resources". The results of the study are as follows: (1) there is a positive and significant influence teachers' perceptions about digital natives on the motivation of teachers utilize digital learning resources. (2) there is a positive and significant influence teachers' perceptions about digital learning resources to motivate teachers utilize digital learning resources. (3) there is a positive and significant influence, the teacher's perception about digital natives and teachers' perceptions about learning resources Digita together on the motivation of teachers utilize digital learning resources.

Equation research conducted by Dopo and Ismaniati by researchers that together describe the perception of teachers in the use of learning resources. The difference is Dopo and Ismaniati doing research on digital learning resources while researchers in the textbook high school English class X in which there are text folklore.

### **2.3 Theoritical Framework**

Correspondence between the basic competencies, materials, and components in learning is one of the main key to successful learning. Alignment between multiple components of learning and the existing shortcomings therein affect the completeness of the learning process.

Textbooks are one of the main components of learning important role as a source of learning. Textbooks need to be supported conformance with learning materials. Textbook includes a legend in high school during this time they are given examples of the legends in the homeland who are considered well-known and easily understood by students. However, the legends that surround the student is not used as the main learning material, but it is closer to the students' understanding and can preserve local culture.

The local culture that has been there in the stories like the legend is one of the main folklore that is important to know the students. The specificity of the story in various regions is one of the main uniqueness and traditional state being in a region identifier. But this is different from the textbook in schools that exemplify the English language learning material that exemplifies the narration of the legend of the legend that is not in accordance with the contextual environment of students.

The importance of knowing the teacher's perception of the textbook there be a major factor in this study. Teachers as one of the main actors in the education and learning is someone who is in the attitude and stance able to choose textbooks appropriate to the needs of students. But sometimes the teacher must adapt to circumstances on the ground and in the process has not been used textbook in line with expectations. This is important to know about the perception of teachers as professionals.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **3.1 Design of the Research**

This research uses descriptive qualitative research. Descriptive research aims to reveal various qualitative information with the description of a careful and nuanced to describe accurately the properties of a thing, a state, a phenomenon, but not limited to data collection but include the analysis and interpretation of that data (Sutopo in the Al-Ma'ruf 2010: 83).

The strategy in this research is a case study rooted, ie the qualitative research has been to determine the focus of research in the form of the main variable assessed based on the purpose and asked its writer before the writer to the field of study (Sutopo, 2006: 137).

#### **3.2 Data and Data Source Research**

##### **1. Data**

Data is basically a raw material collected by investigators of the world had learned (Sutopo, 2006: 85). The data in this study is the perception of the teacher in SMA 1 Bae Kudus.

##### **2. Data Sources**

The data source is the subject of research from which the data was obtained (Siswanto, 2010: 72). Sources of primary data in this study is the teachers of English SMA 1 Bae Kudus.

#### **3.3 Data Collection**

The section deals with instrument of the research and steps of collecting the data. Instrument of the research plays an essential role in conducting a research as well as in qualitative research.

The instrument of collecting the data in this research is open-ended questionnaire. As define that in open-ended questionnaire, the participants are permitted to elaborate statements or reasons for their depth and length their responses in order to find out more about a person or a situation. The Teachers questionnaire consists of 33 question.

To obtain data for this research, the writer collect them through some steps as follows:

1. Compiling the open-ended uestionnaire.
2. Distrbuting the questionnaire to the participants of ths research.
3. Asking the participants to fill the questionnaire.
4. Collecting the answer of questionnaire.

### **3.4 Data Analysis**

After collecting the required data, the writer analyze it by coding process through the following steps. (Zacharias, 2013: 114-11)

1. The writer collected the quisionnaire sheets that have been completed by the participants.
2. Gathering the answer of the open-ended questions and making the general description about the teacher's opinion about the folklore in English textbook



3. Organizing the data gathered from the close-ended questionnaire according to each category to evaluate the teacher's perception about folklore in English textbook.
4. Putting the data into table.
5. Arriving at generalizations by making deductions.



## CHAPTER IV

### RESEARCH FINDING

This chapter contains of explanation about the data findings of the research that consists of the result of the teacher's perceptions of folklorre in English textbook and also the discussion of data findings.

#### 4.1 Data Findings

The writer serves the data of analysis that has been found from Teacher's perceptions which taken from questionnaire instrument. The questionnaire was presented to the teachers with an opportunity not only to express their problem and concerns, but also allowed them to express their idea and perceptions.

The writer divides questionnaire question become three sections. Each section distinguished grounded on some perceptions' aspects of include participants' feeling on section 1, building character 2, Reading Skill, and 3, Local wisdom.

To present the data analysis based on 3 sections as the data findings of the research, it is shown in several tables. First table (table 1) presents the analysis result of building character, Second table (table .2), next table is analyzed reading skill, and the last table (table 3) presents the analysis result of local wisdom. In section 4.3 is analyzed the summary of teachers' response from questions and it is taken into a table from 2 English teachers of SMA 1 Bae Kudus which has given reading lessons about folklore. The result quistionnaire of Teacher Perceptions on Text Folklore in the Textbook of English in SMA 1 Bae Kudus.

The results of questionnaires that have been given to teachers of English subjects in class X SMA 1 Bae Kudus during the months of January-February 2017. The

perception that the teacher is focused on three things that build character through folklore texts, reading skills, local knowledge on the text of the story people.

The following table 1. Regarding the teacher's perception of the text folklore textbook English in SMA 1 Bae Kudus.

#### A. Building Character through Text Folklore

Questionnaires given to teachers about building character through folklore text contains statements about folklore texts contained in the textbook and behavior, sensitivity, local culture be an influence on the outcome of the textbook used by teachers in teaching.

**Table 4.1 Building Character**

No.	Questions	Participant 1		Participant 2	
		Answer		Aswer	
		Yes	No	Yes	No
1.	Text of folklore in the textbook of class X contains precise readings to be given to students.	√		-	√
2.	Through the use of folklore text has given motivation to students in reading comprehension.	√		√	
3.	Student behavior in the form of sensitivity to local cultures that exist in the environment of students increased after the text of folklore textbook studied.	√		√	
4.	The folklore text is easy to understand by students to know the origin of the story.	√		√	

5.	The folklore text makes pupils more aware of the folklore around him.	√		√	
6.	The folklore text has similarity with the folklore of the student environment.	√	-	√	-
7.	The folklore text gives impact to the increase of curiosity of the students about the story .			√	
8.	The folklore text includes knowledge, reasoning, procedures in accordance with English language learning for class X.			√	
9.	The folklore texts have similar values with folklore in the students' environment.			√	
10.	In the folklore text, there are characters, plot, conflict, meanings and values that can be used as an evaluation for students.			√	
Total		10	-	9	1-

Based on table 1 and table 2 on questionnaires given to teachers about building character through folklore texts are divided into some kind of statement that is associated with the text of folklore in textbooks and student behavior related to sensitivity to local culture. There are ten statements given writer to both teachers of English subjects in class X SMA 1 Bae Kudus. Both informants provide different statements on points the first questioner statement that *"1) the text of folklore in the textbook of class X contains precise readings to be given to students"*. The first informant stated folklore texts used to teach contain appropriate reading for students of class X while the second informant stated readings given to students is still not



appropriate to be given to students of class X. In the statement number from 2 to 10 two teachers have the same answer that answered "Yes" to all statements. This indicator shows the perception of teachers towards learning English subjects in class X to be more open, it means teachers perspectives and perceptions are almost identical to the text of folklore and behaviors that arise after the use of textbooks.

Based on the explanation can be concluded the folklore used in English learning class X SMA 1 Bae Kudus still not appropriate used for learning. Text folklore has not been functioning as reading material that is able to build the character of students through reading the text of folklore. These findings indicate that it is important to provide appropriate folklore texts for students of class X. The existing findings in research on building character through text folklore as follows:

- a) The text of folklore is still not suitable for students of class X.
- b) The text of folklore are still not able to build the character of students of class X.
- c) Text folklore still use the same story from the previous year were not there in the student environment.

## **B. Reading Skill**

The second questioner about the reading skills of students associated with the use of folklore texts given to the students. These questionnaires are given to teachers of English subjects in class X SMA 1 Bae Kudus.

**Table 4.2 Reading Skill**

No.	Question	Participant 1		Participant 2	
		Answer		Answer	
		Yes	No	Yes	No
1.	The text of folklore can be used for improving reading skills of class X appropriately	√		√	
2.	The text of folklore can improve critical reading skills for students of class X.	√		√	
3.	Text folklore has shortcomings in terms of students' interest in reading class X.	√			√
4.	Student reading activities increased after being given folklore texts in schools.	√			√
5.	Text story can be used for improving learning skills of intensive reading and extensive reading.	√		√	
6.	Text story is already understood by the students before the students read it in full.	√			√
7.	The text story can be used by the media and equipment in the school.	√		√	
Total		7	-	4	3

Based on table 2 on the reading skills of students of folklore texts stimuli given to the subject teachers of English class X SMA 1 Bae Kudus then there is a different result from the administration of the questioner. The first informant or an English teacher stated that the seven components of the statement given by the writer are

answered "Yes". The answer is a writer statement about the completeness and accuracy of folklore texts in the textbook for students of class X SMA 1 Bae Kudus. The second informant is subject teachers of English class X declared perceptions through different answer is to answer "yes" four statements and answer "No" three statements.

Based on the summary, there are several shortcomings that become an obstacle in terms of understanding and activity of students in the study of folklore texts. The findings obtained from this study regarding the students' reading skills through learning using folklore text is as follows:

- a) Low interest due to the students' reading text stories used in the learning has not had its own uniqueness and attractiveness.
- b) Sensitivity of students to the local culture is still increasing due to the lack of text folklore are on the stories in the student environment.
- c) The text of folklore has not shown material which is able to be easily understood by the students so that students are difficult to understand.

### **C. The Local Wisdom of the Text Folklore**

Local wisdom in folklore texts given by the writer to teachers in class X SMA 1 Bae Kudus are given through the form of questionnaires. The questioner expected to answer statements regarding the clarity of local wisdom in folklore texts.

**Table 4.3 Local Wisdom**

No.	Question	Participant 1		Participant 2	
		Answer		Answer	
		Yes	No	Yes	No
1.	The folklore text contains local wisdom in the student environment.	√		√	
2.	The text folklore is associated with wisdom in the student environment.	√		√	
3.	Students may make observations as folklore textbook exists in the student environment.	√		√	
4.	The text of folklore can be given real example because it happened in the student environment.	√		√	
Total		4		4	

Based on table 3 of the local wisdom in folklore texts given by teachers from the selection of textbooks used may be explained that the teachers have the same perception of the statements given to both teachers'. The two teachers agree to give an answer "Yes" from the four statements there.

#### **D. Instruments About Perception Teachers Against Text Folklore**

In this type of open-closed questionnaire, the writer gave the questions related to the text folklore, existing deficiencies in the text of folklore, student motivation in learning, values, mandate, additional materials other than text folklore, and move text preservation of folklore. The results obtained show that the answer varies with



differences in perception between subject teachers. The results of the questionnaires can be seen in full in Appendix

## 4.2 The Summary of Questionnaire Result

In this section the writer explains the summary of results of questionnaires that have been given to the subject teachers of English class X on " Teachers Perceptions of Folklore in the English Textbook in SMA 1 Bae Kudus".

The questioner is divided into two kinds of questionnaires are closed and sealed open. On the results of the closed first questioner, data questionnaires which showed the level of building character through text folklore through textbooks are in accordance with the direction of learning. However, there are several trends that differ from the results of questionnaires, ie at the first question is "Text folklore in the textbook of class X contains precise readings to be given to students". The first informant providing answers "Yes", while the second informant gives the answer "No. Description of the impact of widespread because based on the answers that have been given then there needs to be clarity about the folklore texts used for teaching English subjects covered in class X. The second questioner on the skills of reading, which is obtained answers to questionnaires that vary or differ from informants 1 and the informant 2. this difference has been entered at the level of implementation of a learning with the development of folklore texts as a learning material with finesse students in improving their reading skills. A third questioner about the local wisdom in folklore texts with answers informant informant 1 and 2 have the same perception of the local wisdom in folklore texts that are used for learning materials.

The results of the second questioner that kind of questionnaires closed open showing different data between the informant and the informant 1 2. This is an answer

that shows teachers' perceptions about the process, implementation, and results that pleases performed using different steps. Each teacher has a characteristic or a different way of teaching that although the text of folklore are used for the same learning. The absence of folklore texts containing local wisdom in Kudus district is one of the main facts found in textbooks of English class X SMA 1 Bae Kudus. This was disclosed by the informant when the researchers gave questionnaires.

Based on the findings of the first and second questioner that has been described, it can be concluded that the perception of teachers of folklore in English textbook in class X SMA 1 Bae Kudus as follows:

1. Text folklore that has been used so far has not demonstrated the characteristics of the local culture in Kudus and surroundings.
2. The student has not reacted active, responsive, and less concerned with the story of the people around him.
3. There is no text selection story that really has value and mandate that can be taken by students after given text folklore.
4. Text folklore is still concentrated in the textbook monotonous and there is no other development in learning.

## CHAPTER V

### DISCUSSION

The discussion in this chapter explains the teacher's perception on Text Folklore in the English Textbook of SMA 1 Bae Kudus. This perception is based on the analysis of questionnaires which writer have given to teachers with a statement of criteria ranging from building character through folklore texts, reading skills, local wisdom on the folklore text and Teacher Perceptions on Folklore text.

#### 5.1 Building Character

In this part, the writer focuses on building character of the students that they use in improving their motivation for reading text of folklore and to increase of curiosity of the student's about story based on the data result of the study. take points of view the data result as follows:

##### 1.The accuracy of the folklore text

At this point accuracy folklore texts for students of classes X becomes important to know. Through the accuracy of the text of the obtained accuracy of textbook used in teaching.

##### 2. Motivation

Folklore text used in the study had high motivation and stimulation for students to learn. This motivation can be either the preservation of folklore texts, interest in folklore texts, and enthusiasm in learning about the folklore texts that exist in the student environment.

##### 3. Cultivation of character through student behavior

Characters in the text of folklore can serve as benchmarks in the attractiveness and accuracy of readings given to the students. Through the cultivation of the characters in the text folklore student behavior will be more developed and able to generate positive behaviors.

#### 4. Folklore text that is easily recognizable for students

Folklore text used in the study is the text of folklore in the environment of the student so that students increasingly understand that in the neighborhood there is a folklore that it is important to be preserved and known by the students.

#### 5. Curiosity

Text of folklore has curiosity and be a positive stimulus for students to further explore the folklore that exist in the environment.

### 5.2 Reading Skill

In this part, the writer focuses on reading skill of the students that they use in improving their critical reading text of folklore and improving learning skills of intensive reading and extensive reading based on the data result of the study. Take points of view the data result as follows:

#### 1. Interest in Reading

Through folklore texts can increase students' interest in reading for the better. Interest in reading can be tapped via text folklore and able to change students' views on the text of folklore into text favored by students.

#### 2. Reading Activities



The favorite of students in reading can be increased and is able to activate the students in reading

### 5.3 Local Wisdom on Folklore Text

In this part, the writer focuses on local wisdom on folklore text, based on the data result of the study, the researcher take points of view the data result as follows:

#### 1. Local wisdom

Folklore Text used in learning to know the students' local wisdom in the student environment. Local wisdom is what is important to know and later became a regional identifier, so that students are proud of the environment he knows.

#### 2. Environment Students

Folklore text describes the environment of students who are folklore, so that students can make direct observations of the origins of folklore.

## CHAPTER VI

### CONCLUSIONS AND SUGGESTION

#### 6.1 Conclusions

Perception of teachers is one of the main sources of information that are important to obtain input related to the learning that has been implemented. Perception is one's perspective as a reference in improving themselves and the skills of both science and life experience. Teachers' perceptions about building character through text folklore texts known that folklore must have values that can enhance creativity, sensitivity, and is capable of becoming one of the main media in introducing the local culture that is around students. Through reading the text of folklore students were able to recognize, preserve, and Show the values in the text folklore.

The texts of folklore in the student environment is important to be used as teaching materials in teaching in schools, especially in the subjects of English, because the reading skills of students also influenced the reading interest in folklore texts they read. Through the provision of teaching materials are more varied then the learning process becomes more effective and appropriate targets are achieved. Folklore as one of the local advantages of an area can be preserved through the introduction and learning undertaken by teachers and students both in the classroom and practice directly outside the classroom. This is done to determine the relevance of text the students read stories to circumstances beyond the text or the circumstances surrounding the student about the suitability of the text to the context.

The loss of sensitivity to local culture one of them students because in terms of the available literature in learning are less varied. Concentration on one textbook makes students less gain an insight into a broad range of applications in the environment.

Teachers as one of the main sources of learning in this case give the perception that it is important to note the learning process has been implemented. Then the result of the perception that needs to be processed in order to improve learning outcomes and learning processes better from time to time.

## 6.2 Sugestions

The importance of knowing the perception of teachers as direct actors in the educational process makes teachers need to be heard regarding the issues and inputs that would be submitted to fix things that are not yet achieved. Therefore, the perception is important as one of the main reference in improving both learning outcomes, quality of learning and completing facilities infrastructures not optimized properly.

A system of communication between schools, teachers, and students is one of the main measures to improve the system of learning in school. Inputs are present and need to be heard and studied well, and whether there are inputs for the improvement of learning.

As the successor to the preservation of local cultures that exist around the students, the texts of folklore in the student environment is important to be known, unknown, and preserved values that exist through love reading. High school students are considered to have been its sensitivity to maintain and preserve the folklore that is through frequent reading and critical thinking in addressing the local culture that does not fade or disappear because of a lack of interest in reading. Then, start class X SMA was time to dig, and preserving local cultures that become important and beneficial for everyone.

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## Appendix 1 Building Character Through Text Folklore

**Identities Responden:**

Name : *SRI MURFIZAH*  
 subjects of teaching : *Bhs Inggris*  
 Instructions on filling in the questionnaire covered:

Put a check mark (✓) in the column answers .As an alternate meaning for existing answers are as follows:

Yes : ☐

No : ☐

**Example:**

No.	Statement	Answer	
		Yes	No
1.	Have you taught reading skills in class x?	✓	

No.	Statement	Answer	
		Yes	No
A. Building Character through text Folklore			
1.	Text of folklore in the textbook of class X contains precise readings to be given to students.	✓	
2.	Through the use of folklore the text it has given motivation to students in reading comprehension.	✓	
3.	Student behavior in the form of sensitivity to local cultures that exist in the environment of students increased after the text of folklore is studied.	✓	
4.	The folklore text is easy to understand by students to know the origin of the story.	✓	
5.	The folklore text makes pupils more aware of the folklore around him.	✓	
6.	The folklore text has similarity with the folklore of the student environment.	✓	
7.	The folklore text gives impact to increase of curiosity of the students about the story	✓	

**Appendix 2. Reading Skills**



8.	The folklore text includes knowledge, reasoning, procedures in accordance with English language learning for class X.	✓	
9.	The folklore texts have similar values with folklore in the students' environment.	✓	
10.	In the folklore text, there are characters, plot, conflict, meanings and values that can be used as an evaluation for students.	✓	

No.	Statement	Answer	
		Yes	No
B. Reading skills			
11.	The text of folklore can be used for improving reading skills of class X appropriately	✓	
12.	The text of folklore can improve critical reading skills for students of class X.	✓	
13.	Text folklore has shortcomings in terms of students' interest in reading class X.	✓	
14.	Student reading activities increased after being given folklore texts in schools.	✓	
15.	Text story can be used for improving learning skills of intensive reading and extensive reading.	✓	
16.	Text story is already understood by the students before the students read it in full.	✓	
17.	The story text can be used as the media and equipment in the school.	✓	

No.	Statement	Answer	
		Yes	No
C. Local Wisdom on Text Folklore			
18.	The folklore text contains local wisdom in the student environment.	✓	
19.	The text folklore is associated with wisdom in the student environment.	✓	
20.	Students may make observations as folklore textbook exists in the student environment.	✓	



21.	The text of folklore can be given real example because it happened in the student environment.	✓	
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**Instructions on filling in the questionnaire/questionnaire is open:**

Please answer the item instrument perception of the folklore texts for students of Class X in English subjects. Put a check mark (✓) in the answer box which according to you most appropriate to the following questions. You may give more than one answer.

1. Mention the advantages folklore texts used in teaching English class of Class X today?

Sebutkan kelebihan-kelebihan teks cerita rakyat yang digunakan dalam pembelajaran mata pelajaran bahasa Inggris kelas X sekarang ini?

- ☐ The text of folklore is getting an update to the local culture. (Teks cerita rakyat yang ada sudah semakin update dengan budaya lokal.)
- ☒ The text of folklore which exist in the neighborhood of students so it is easily described by the students. (Teks cerita rakyat yang ada berada di lingkungan siswa sehingga mudah dideskripsikan oleh siswa.)
- ☒ The text of folklore that presents pictures or caricatures allows students to describe the content of the story. (Teks cerita rakyat yang ada terdapat gambar atau karikatur yang memudahkan siswa dalam mendeskripsikan isi cerita.)
- ☐ The text of folklore uses language that is easily understood by the students. (Teks cerita rakyat menggunakan bahasa yang mudah dipahami oleh siswa.)
- ☐ Please mention other comments

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2. Mention deficiencies in the application of folklore texts in class X in the subjects of English?

Sebutkan kekurangan-kekurangan dalam penerapan teks cerita rakyat di kelas X pada mata pelajaran bahasa Inggris?

- ☒ There are no folklore texts containing local wisdom in Kudus. (Belum ada teks cerita rakyat yang memuat kearifan lokal di Kabupaten Kudus.)

☒ The folklore text has no variation in content so that students feel bored to read. (Teks cerita rakyat yang ada cenderung hanya itu-itu saja sehingga siswa merasa bosan untuk membacanya.)

☐ The Descriptive text of folklore still has no grooves or images that help to clarify the story. (Teks cerita rakyat masih deskriptif belum ada alur atau gambar yang membantu untuk memperjelas cerita.)

☐ The text of story has not yet included the local wisdom that has constructive element. (Teks cerita belum memuat kearifan lokal yang memiliki unsur membangun bagi siswa.)

☐ Please mention other comments

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}. What is the form of language used in folklore subjects of English class X?

Bagaimana bentuk bahasa yang digunakan dalam cerita rakyat mata pelajaran bahasa Inggris kelas X?

☒ The language used in the text of the story tends to be easily understood by students of class X. (Bahasa yang digunakan dalam teks cerita cenderung mudah dipahami oleh siswa kelas X.)

☐ The form of language is often alternating or repeats constantly so it is confusing students. (Bentuk bahasa seringkali bolak-balik atau mengulang terus-menerus sehingga membingungkan siswa).

☐ The use of language is still monotonous so that students feel bored in learning. (Pemakaian bahasa masih monoton sehingga siswa merasa bosan dalam belajar).

☐ The use of language has not shown polite language. (Pemakaian bahasa belum menunjukkan santun berbahasa.)

☐ Please mention other comments

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4. How is the student motivation in studying folklore texts on subjects of English class X?(Bagaimana motivasi siswa dalam mempelajari teks cerita rakyat pada mata pelajaran bahasa Inggris kelas X?)

- ☒ Student motivation in studying folklore texts increased because the folklore is interesting and unknown to student.(Motivasi siswa dalam mempelajari teks cerita rakyat meningkat karena cerita rakyat yang ada menarik dan belum diketahui siswa.)
- ☐ The motivation of students slightly increased because the text of folklore have been often read of students and monotonous of no difference.(Motivasi siswa sedikit meningkat karena teks cerita rakyat yang ada sudah seringkali dibaca siswa dan cenderung monoton tidak ada yang berbeda.)
- ☐ Students motivation in learning tends usual no change since the text of folklore is less attractive students.(Motivasi siswa dalam belajar cenderung biasa tidak ada perubahan karena teks cerita rakyat yang ada memang kurang menarik siswa.)
- ☐ Students' motivation decreases because the story text difficult to understand by students in reading skills.(Motivasi belajar siswa menurun karena teks cerita yang ada sulit dipahami oleh siswa dalam keterampilan membaca.)

- ☐ Please mention other comments

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5. Is folklore text is used appropriately taught to students of class X on the subjects of English?(Apakah teks cerita rakyat yang digunakan tepat diajarkan kepada siswa kelas X pada mata pelajaran bahasa Inggris?)

- ☒ The folklore text is used appropriately taught to the students of class X because it is in conformity with the standards of competence and competence intended by the students.(Teks cerita rakyat yang digunakan tepat diajarkan kepada siswa kelas X karena sudah sesuai dengan standar kompetensi dan kompetensi yang dituju oleh siswa.)



☐ The folklore text is not appropriate because it has not presented local wisdom in the student environment. (Teks cerita rakyat yang ada belum sesuai karena belum menunjukkan kearifan lokal yang ada di lingkungan siswa.)

☐ The folklore text is not appropriate because it has not presented a distinction between text stories in junior high school and high school. (Teks cerita rakyat yang ada belum sesuai karena belum menunjukkan suatu pembeda antara teks cerita pada jenjang SMP dan SMA.)

☒ The folklore text is appropriate for class X but still need to be equipped with the story clearer. (Teks cerita rakyat yang ada sudah sesuai untuk kelas X namun masih perlu dilengkapi dengan isi cerita yang lebih jelas.)

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6. Is folklore texts used in teaching values and the mandate to be given to students of class X on the subjects of English? (Apakah teks cerita rakyat yang digunakan dalam pembelajaran memiliki nilai-nilai dan amanat untuk diberikan kepada siswa kelas X pada mata pelajaran bahasa Inggris?)

☐ The folklore text used has not yet to show positive values for students of class X. (Teks cerita rakyat yang digunakan belum menunjukkan nilai-nilai yang positif bagi siswa kelas X.)

☐ The folklore text used has little positive value taken by the student. (Teks cerita rakyat yang digunakan masih sedikit nilai-nilai positif yang diambil oleh siswa kelas X.)

☒ The text presenting values and the mandate can be gained by the students after the students read the text folklore. (Teks cerita yang ada sudah ada nilai-nilai dan amanat bisa diperoleh oleh siswa setelah siswa membaca teks cerita rakyat.)

- ☒ The folklore text used has positive messages in each story so that it gives positive impact on the students of class X. (Teks cerita rakyat yang digunakan memiliki pesan-pesan yang positif dalam setiap ceritanya sehingga berdampak positif bagi siswa kelas X.)

☐ Please mention other comment

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7. Do you prepare additional materials related to the text of folklore in the textbook? (Apakah guru mempersiapkan materi tambahan terkait teks cerita rakyat yang ada dalam buku ajar?)

☐ No extra material for the text of folklore because is enough to be used in learning. (Tidak ada tambahan materi karena teks cerita rakyat yang ada sudah cukup untuk digunakan dalam pembelajaran.)

☐ No additional material to bring students closer to local wisdom in the folklore in the student environment. (Tidak ada tambahan materi untuk lebih mendekatkan siswa pada kearifan lokal dalam cerita rakyat di lingkungan siswa.)

☐ No additional material due to insufficient instructional time to give additional material. (Tidak ada tambahan materi dikarenakan waktu pembelajaran yang tidak mencukupi untuk diberikan tambahan materi).

☐ No additional material that the students appreciate and preserve folklore in the student environment. (Tidak ada tambahan materi agar siswa lebih menghargai dan melestarikan cerita rakyat di lingkungan siswa.)

Please mention other comment

☒ Students explore other folklores and learn moral values from them.  
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 8. How many texts of folklore that are used as material in the reading skills of students of class X on the subjects of English?

Ada berapakah teks cerita rakyat yang digunakan sebagai materi pada keterampilan membaca siswa kelas X pada mata pelajaran bahasa Inggris?

- ☐ There is only one text folklore used in learning.(Hanya ada satu teks cerita rakyat yang digunakan dalam pembelajaran.)
- ☐ Two texts of folklore for comparison and used as a discussion.(Dua teks cerita rakyat yang ada untuk pembandingan dan digunakan sebagai bahan diskusi.)
- ☐ There are three texts folklore used as more text folklore and students will be getting to know that Indonesia is rich in folklore.(Ada tiga teks cerita rakyat yang digunakan karena semakin banyak teks cerita rakyat maka siswa akan semakin tahu Indonesia kaya akan cerita rakyat.)
- ☒ Various folklore text appropriate for students of class X.(Berbagai teks cerita rakyat yang sesuai untuk siswa kelas X).
- ☐ Please mention other comment

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9. Is the reading skills of students increased after studying folklore texts on subjects of English class X?(Apakah keterampilan membaca siswa meningkat setelah mempelajari teks cerita rakyat pada mata pelajaran bahasa Inggris kelas X?)

- ☒ The reading skill of clas x students have been increased since the texts of folklore used in the learning are interesting and give motivation to the students to learn.(Keterampilan membaca siswa kelas X mengalami peningkatan karena teks cerita rakyat yang digunakan dalam pembelajaran menarik minat dan motivasi siswa dalam belajar.)



- ☐ The reading skills of class X has not increased since the text folklore used is difficult to be understood by students.(Keterampilan membaca siswa kelas X belum mengalami peningkatan karena teks cerita rakyat yang digunakan sulit untuk dipahami oleh siswa.)
- ☐ The reading skills of class X is declined because students do not understand the contents of folklore.(Keterampilan membaca siswa kelas X menurun karena siswa tidak memahami isi cerita rakyat.)
- ☒ The reading skills of class x student increase, although not all students are improved in reading skills.(Keterampilan membaca siswa kelas X mengalami peningkatan walaupun tidak semua siswa naik keterampilan membacanya).

☐ Please mention other comment

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10. Do teachers give additional tasks related to folklore in the students?(Apakah guru memberikan tugas tambahan terkait cerita rakyat di lingkungan siswa?)

- ☒ There are additional tasks related to folklore in the student environment.(Ada tugas tambahan terkait cerita rakyat di lingkungan siswa.)
- ☐ There is no additional duty because it is difficult to find in the neighborhood folklore students.(Tidak ada tugas tambahan karena sulit untuk mencari cerita rakyat di lingkungan siswa.)
- ☐ There is an additional task to make observations in a particular place so that students would be easily controlled by the teacher.(Ada tugas tambahan untuk melakukan observasi di tempat tertentu sehingga siswa akan mudah terkontrol oleh guru.)
- ☐ No additional duties because it is not allowed by the school.(Tidak ada tugas tambahan karena tidak diizinkan oleh pihak sekolah.)



☐ Please mention other comment

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1. How are student's response related to the additional task of looking for folklore in the students invironment?(Bagaimana respons siswa terkait tugas tambahan mencari cerita rakyat di lingkungan siswa?)

☒ Positive and enthusiastic response of the students in finding folklore in the student environment.(Respon siswa positif dan antusias dalam mencari cerita rakyat di lingkungan siswa.)

☐ A student's response is positive but there are confused of how to do it.(Respon siswa positif namun memiliki kebingungan bagaimana cara melakukannya.)

☐ A student's response is negative and tends not to seek folklore in the student environment.(Respon siswa negatif dan cenderung tidak mau mencari cerita rakyat di lingkungan siswa.)

☐ A student's response is negative because students do not understand what is meant by folklore.(Respon siswa negatif karena siswa tidak paham apa yang dimaksud cerita rakyat.)

☐ Please mention other comment

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2. How are the student's behaviors related to the preservation of folklore after reading text textbook folklore subjects of English class X?  
Bagaimana perilaku siswa terkait pelestarian cerita rakyat setelah membaca teks cerita rakyat dalam buku ajar mata pelajaran bahasa Inggris kelas X?

- ☐ The students have better behavior and shows the change of respecting and preserving folklore. (Perilaku siswa semakin baik dan menunjukkan perubahan tentang menghargai dan melestarikan cerita rakyat.)
- ☐ No change in student's behavior and they do not care about the folklore. (Perilaku siswa tidak ada perubahan dan tidak peduli akan cerita rakyat.)
- ☒ The student's behavior better because students know that folklore is a wealth of culture in Indonesia that must be preserved. (Perilaku siswa semakin baik karena siswa tahu bahwa cerita rakyat merupakan kekayaan budaya di Indonesia yang harus dilestarikan.)
- ☐ Students are getting ignorant because it is not the students responsibility. (Perilaku siswa semakin acuh karena itu semua bukan tanggungjawab siswa.)
- ☐ Please mention other comment

Students get more knowledge about  
nationalism, sacrifice and bravery  
from local folklores they read.

Kudus, January 2017

Mengetahui

*Zahid Purnomo*  
Sp. M. P. Y. an  
NIP 19750922 199903 2007

**Identities Responden:**

Name : Dian Supraptiningsih  
 subjects of teaching : English  
 Instructions on filling in the questionnaire/questionnaire covered:

Put a check mark (✓) in the column answers by Mr/Mrs most appropriate to the statements below.

As an alternate meaning for existing answers are as follows:

Yes : ☐ No : ☐

**Example:**

No.	Statement	Answer	
		Yes	No
1.	Have you taught reading skills in class x?	✓	

No.	Statement	Answer	
		Yes	No
A. Building Character through text Folklore			
1.	Text of folklore in the textbook of class X contains precise readings to be given to students.	✓	
2.	Through the use of folklore the text it has given motivation to students in reading comprehension.	✓	
3.	Student behavior in the form of sensitivity to local cultures that exist in the environment of students increased after the text of folklore is studied.		✓
4.	The folklore text is easy to understand by students to know the origin of the story.	✓	
5.	The folklore text makes pupils more aware of the folklore around him.	✓	
6.	The folklore text has similarity with the folklore of the student environment.	✓	
7.	The folklore text gives impact to the increase of curiosity of the students about the story	✓	



8.	The folklore text includes knowledge, reasoning, procedures in accordance with English language learning for class X.	✓	
9.	The folklore texts have similar values with folklore in the students' environment.	✓	
10.	In the folklore text, there are characters, plot, conflict, meanings and values that can be used as an evaluation for students.	✓	

No.	Statement	Answer	
		Yes	No
<b>B. Reading skills</b>			
11.	The text of folklore can be used for improving reading skills of class X appropriately	✓	
12.	The text of folklore can improve critical reading skills for students of class X.	✓	
13.	Text folklore has shortcomings in terms of students' interest in reading class X.		✓
14.	Student reading activities increased after being given folklore texts in schools.		✓
15.	Text story can be used for improving learning skills of intensive reading and extensive reading.	✓	
16.	Text story is already understood by the students before the students read it in full.		✓
17.	The story text can be used as the media and equipment in the school.	✓	

No.	Statement	Answer	
		Yes	No
C. Local Wisdom on Text Folklore			
18.	The folklore text contains local wisdom in the student environment.	✓	
19.	The text folklore is associated with wisdom in the student environment.	✓	
20.	Students may make observations as folklore textbook exists in the student environment.	✓	



21.	The text of folklore can be given real example because it happened in the student environment.	✓	
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**Instructions on filling in the questionnaire/questionnaire is open:**

Please answer the item instrument of perception Mr or Mrs of the folklore texts for students of Class X in English subjects. Put a check mark (✓) in the answer box which according to you most appropriate to the following questions. You may give more than one answer.

1. Mention the advantages folklore texts used in teaching English class of Class X today?

Sebutkan kelebihan-kelebihan teks cerita rakyat yang digunakan dalam pembelajaran mata pelajaran bahasa Inggris kelas X sekarang ini?

☒ The text of folklore is getting an update to the local culture. (Teks cerita rakyat yang ada sudah semakin update dengan budaya lokal.)

☒ The text of folklore which exist in the neighborhood of students so it is easily described by the students. (Teks cerita rakyat yang ada berada di lingkungan siswa sehingga mudah dideskripsikan oleh siswa.)

☒ The text of folklore that presents pictures or caricatures allows students to describe the content of the story. (Teks cerita rakyat yang ada terdapat gambar atau karikatur yang memudahkan siswa dalam mendeskripsikan isi cerita.)

☒ The text of folklore uses language that is easily understood by the students. (Teks cerita rakyat menggunakan bahasa yang mudah dipahami oleh siswa.)

☐ Please mention other comments

..... the moral value of folklore  
that is very good for daily life

2. Mention deficiencies in the application of folklore texts in class X in the subjects of English?

Sebutkan kekurangan-kekurangan dalam penerapan teks cerita rakyat di kelas X pada mata pelajaran bahasa Inggris?

☒ There are no folklore texts containing local wisdom in Kudus. (Belum ada teks cerita rakyat yang memuat kearifan lokal di Kabupaten Kudus.)

☒ The folklore text has no variation in content so that students feel bored to read. (Teks cerita rakyat yang ada cenderung hanya itu-itu saja sehingga siswa merasa bosan untuk membacanya.)

☐ The Descriptive text of folklore still has no grooves or images that help to clarify the story. (Teks cerita rakyat masih deskriptif belum ada alur atau gambar yang membantu untuk memperjelas cerita.)

☒ The text of story has not yet included the local wisdom that has constructive element. (Teks cerita belum memuat kearifan lokal yang memiliki unsur membangun bagi siswa.)

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3. What is the form of language used in folklore subjects of English class X?

Bagaimana bentuk bahasa yang digunakan dalam cerita rakyat mata pelajaran bahasa Inggris kelas X?

☒ The language used in the text of the story tends to be easily understood by students of class X. (Bahasa yang digunakan dalam teks cerita cenderung mudah dipahami oleh siswa kelas X.)

☐ The form of language is often alternating or repeats constantly so it is confusing students. (Bentuk bahasa seringkali bolak-balik atau mengulang terus-menerus sehingga membingungkan siswa).

☐ The use of language is still monotonous so that students feel bored in learning. (Pemakaian bahasa masih monoton sehingga siswa merasa bosan dalam belajar).

☐ The use of language has not shown polite language. (Pemakaian bahasa belum menunjukkan santun berbahasa.)

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4. How is the student motivation in studying folklore texts on subjects of English class X?(Bagaimana motivasi siswa dalam mempelajari teks cerita rakyat pada mata pelajaran bahasa Inggris kelas X?)
- ☒ Student motivation in studying folklore texts increased because the folklore is interesting and unknown to student.(Motivasi siswa dalam mempelajari teks cerita rakyat meningkat karena cerita rakyat yang ada menarik dan belum diketahui siswa.)
- ☐ The motivation of students slightly increased because the text of folklore have been often read of students and monotonous of no difference.(Motivasi siswa sedikit meningkat karena teks cerita rakyat yang ada sudah seringkali dibaca siswa dan cenderung monoton tidak ada yang berbeda.)
- ☐ Students motivation in learning tends usual no change since the text of folklore is less attractive students.(Motivasi siswa dalam belajar cenderung biasa tidak ada perubahan karena teks cerita rakyat yang ada memang kurang menarik siswa.)
- ☐ Students' motivation decreases because the story text difficult to understand by students in reading skills.(Motivasi belajar siswa menurun karena teks cerita yang ada sulit dipahami oleh siswa dalam keterampilan membaca.)
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5. Is folklore text is used appropriately taught to students of class X on the subjects of English?(Apakah teks cerita rakyat yang digunakan tepat diajarkan kepada siswa kelas X pada mata pelajaran bahasa Inggris?)
- ☒ The folklore text is used appropriately taught to the students of class X because it is in conformity with the standards of competence and competence intended by the students.(Teks cerita rakyat yang digunakan tepat diajarkan kepada siswa kelas X karena sudah sesuai dengan standar kompetensi dan kompetensi yang dituju oleh siswa.)



- ☒ The folklore text is not appropriate because it has not presented local wisdom in the student environment. (Teks cerita rakyat yang ada belum sesuai karena belum menunjukkan kearifan lokal yang ada di lingkungan siswa.)
- ☐ The folklore text is not appropriate because it has not presented a distinction between text stories in junior high school and high school. (Teks cerita rakyat yang ada belum sesuai karena belum menunjukkan suatu pembeda antara teks cerita pada jenjang SMP dan SMA.)
- ☒ The folklore text is appropriate for class X but still need to be equipped with the story clearer. (Teks cerita rakyat yang ada sudah sesuai untuk kelas X namun masih perlu dilengkapi dengan isi cerita yang lebih jelas.)

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6. Is folklore texts used in teaching values and the mandate to be given to students of class X on the subjects of English? (Apakah teks cerita rakyat yang digunakan dalam pembelajaran memiliki nilai-nilai dan amanat untuk diberikan kepada siswa kelas X pada mata pelajaran bahasa Inggris?)

- ☐ The folklore text used has not yet to show positive values for students of class X. (Teks cerita rakyat yang digunakan belum menunjukkan nilai-nilai yang positif bagi siswa kelas X.)
- ☐ The folklore text used has little positive value taken by the student. (Teks cerita rakyat yang digunakan masih sedikit nilai-nilai positif yang diambil oleh siswa kelas X.)
- ☐ The text presenting values and the mandate can be gained by the students after the students read the text folklore. (Teks cerita yang ada sudah ada nilai-nilai dan amanat bisa diperoleh oleh siswa setelah siswa membaca teks cerita rakyat.)

- ☒ The folklore text used has positive messages in each story so that it gives positive impact on the students of class X. (Teks cerita rakyat yang digunakan memiliki pesan-pesan yang positif dalam setiap ceritanya sehingga berdampak positif bagi siswa kelas X.)

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7. Do you prepare additional materials related to the text of folklore in the textbook? (Apakah guru mempersiapkan materi tambahan terkait teks cerita rakyat yang ada dalam buku ajar?)

☐ No extra material for the text of folklore because is enough to be used in learning. (Tidak ada tambahan materi karena teks cerita rakyat yang ada sudah cukup untuk digunakan dalam pembelajaran.)

☐ No additional material to bring students closer to local wisdom in the folklore in the student environment. (Tidak ada tambahan materi untuk lebih mendekatkan siswa pada kearifan lokal dalam cerita rakyat di lingkungan siswa.)

☐ No additional material due to insufficient instructional time to give additional material. (Tidak ada tambahan materi dikarenakan waktu pembelajaran yang tidak mencukupi untuk diberikan tambahan materi).

☐ No additional material that the students appreciate and preserve folklore in the student environment. (Tidak ada tambahan materi agar siswa lebih menghargai dan melestarikan cerita rakyat di lingkungan siswa.)

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8. How many texts of folklore that are used as material in the reading skills of students of class X on the subjects of English?

Ada berapakah teks cerita rakyat yang digunakan sebagai materi pada keterampilan membaca siswa kelas X pada mata pelajaran bahasa Inggris?

- ☐ There is only one text folklore used in learning.(Hanya ada satu teks cerita rakyat yang digunakan dalam pembelajaran.)
- ☒ Two texts of folklore for comparison and used as a discussion.(Dua teks cerita rakyat yang ada untuk pembandingan dan digunakan sebagai bahan diskusi.)
- ☒ There are three texts folklore used as more text folklore and students will be getting to know that Indonesia is rich in folklore.(Ada tiga teks cerita rakyat yang digunakan karena semakin banyak teks cerita rakyat maka siswa akan semakin tahu Indonesia kaya akan cerita rakyat.)
- ☒ Various folklore text appropriate for students of class X.(Berbagai teks cerita rakyat yang sesuai untuk siswa kelas X).
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9. Is the reading skills of students increased after studying folklore texts on subjects of English class X?(Apakah keterampilan membaca siswa meningkat setelah mempelajari teks cerita rakyat pada mata pelajaran bahasa Inggris kelas X?)

- ☒ The reading skill of clas x students have been increased since the texts of folklore used in the learning are interesting and give motivation to the students to learn.(Keterampilan membaca siswa kelas X mengalami peningkatan karena teks cerita rakyat yang digunakan dalam pembelajaran menarik minat dan motivasi siswa dalam belajar.)



- ☐ The reading skills of class X has not increased since the text folklore used is difficult to be understood by students.(Keterampilan membaca siswa kelas X belum mengalami peningkatan karena teks cerita rakyat yang digunakan sulit untuk dipahami oleh siswa.)
- ☐ The reading skills of class X is declined because students do not understand the contents of folklore.(Keterampilan membaca siswa kelas X menurun karena siswa tidak memahami isi cerita rakyat.)
- ☒ The reading skills of class x student increase, although not all students are improved in reading skills.(Keterampilan membaca siswa kelas X mengalami peningkatan walaupun tidak semua siswa naik keterampilan membacanya).

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10. Do teachers give additional tasks related to folklore in the students?(Apakah guru memberikan tugas tambahan terkait cerita rakyat di lingkungan siswa?)

- ☒ There are additional tasks related to folklore in the student environment.(Ada tugas tambahan terkait cerita rakyat di lingkungan siswa.)
- ☐ There is no additional duty because it is difficult to find in the neighborhood folklore students.(Tidak ada tugas tambahan karena sulit untuk mencari cerita rakyat di lingkungan siswa.)
- ☐ There is an additional task to make observations in a particular place so that students would be easily controlled by the teacher.(Ada tugas tambahan untuk melakukan observasi di tempat tertentu sehingga siswa akan mudah terkontrol oleh guru.)
- ☐ No additional duties because it is not allowed by the school.(Tidak ada tugas tambahan karena tidak diizinkan oleh pihak sekolah.)



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11. How are student's response related to the additional task of looking for folklore in the students invironment?(Bagaimana respons siswa terkait tugas tambahan mencari cerita rakyat di lingkungan siswa?)

☒ Positive and enthusiastic response of the students in finding folklore in the student environment.(Respon siswa positif dan antusias dalam mencari cerita rakyat di lingkungan siswa.)

☐ A student's response is positive but there are confused of how to do it.(Respon siswa positif namun memiliki kebingungan bagaimana cara melakukannya.)

☐ A student's response is negative and tends not to seek folklore in the student environment.(Respon siswa negatif dan cenderung tidak mau mencari cerita rakyat di lingkungan siswa.)

☐ A student's response is negative because students do not understand what is meant by folklore.(Respon siswa negatif karena siswa tidak paham apa yang dimaksud cerita rakyat.)

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12. How are the student's behaviors related to the preservation of folklore after reading text textbook folklore subjects of English class X?

Bagaimana perilaku siswa terkait pelestarian cerita rakyat setelah membaca teks cerita rakyat dalam buku ajar mata pelajaran bahasa Inggris kelas X?

- ☒ The students have better behavior and shows the change of respecting and preserving folklore.(Perilaku siswa semakin baik dan menunjukkan perubahan tentang menghargai dan melestarikan cerita rakyat.)
- ☐ No change in student's behavior and they do not care about the folklore.(Perilaku siswa tidak ada perubahan dan tidak perduli akan cerita rakyat).
- ☒ The student's behavior better because students know that folklore is a wealth of culture in Indonesia that must be preserved.(Perilaku siswa semakin baik karena siswa tahu bahwa cerita rakyat merupakan kekayaan budaya di Indonesia yang harus dilestarikan.)
- ☐ Students are getting ignorant because it is not the students responsibility.(Perilaku siswa semakin acuh karena itu semua bukan tanggungjawab siswa.)
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Kudus, January 2017

Mengetahui



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## Appendix 4 Documentation



Picture 1. Discussions on the implementation of the research with WAKA kurikulum Mr. Drs. Edy Jatmiko



Picture 2. Researcher and Mrs. Sri Murtiani, S.Pd. (The English teachers in X graders of SMA 1 Bae Kudus)



Picture 3. Researcher and Mrs. Supratiningsih, S.Pd. (The English teachers in X graders of SMA 1 Bae Kudus)







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437198

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**STATEMENT**


Name : Riyan Dwi Cahyaningsih  
NIM : 201232135  
Study Program : English Education Department  
Skripsi Title : Teacher's Perception on Folklores in English Textbook in  
SMA 1 Bae Kudus

State that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotations from others' scientific works as my references I need to support my skripsi.

I am fully responsible for this statement.

Kudus, 25 February 2017



  
Riyan Dwi Cahyaningsih  
NIM. 201232135



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### KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini:

Nama : Dr. H. A. Hilal Madjdi, M.Pd

NIP/NIS : 06107013020001020

Jabatan : Pembimbing I

Nama : Agung Dwi Nurcahyo, SS, M.Pd

NIP/NIS : 0610701000001 187

Jabatan : Pembimbing II

Menerangkan bahwa

Nama : Riyan Dwi cahyaningsih

NIM : 2012-32-135

Program Studi : Pendidikan Bahasa Inggris

telah menyelesaikan bimbingan skripsi yang berjudul:

TEACHERS PERCEPTION ON FOLKLORE IN ENGLISH TEXTBOOK IN SMA 1 BAE KUDUS

Demikian surat keterangan ini dibuat sebagai syarat-syarat untuk mengajukan permohonan ujian terakhir.

Kudus, Februari 2017

Pembimbing II

Agung Dwi Nurcahyo, SS, M.Pd  
NIS. 0610701000001 187

Pembimbing I

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### PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Riyan Dwi Cahyaningsih  
 NIM : 2012-32-135  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

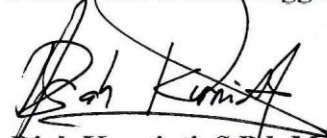
Bersama ini kami lampirkan hal-hal sebagai berikut:

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.


Kudus, Februari 2017

Mengetahui,

Ka.Progdi  
 Pendidikan Bahasa Inggris

  
Diah Kurniati, S.Pd, M.Pd.  
 NIS. 0610701000001190

Pemohon

  
Riyan Dwi Cahyaningsih  
 NIM. 201232135

## CURRICULUM VITAE



Riyan Dwi Cahyaningsih was born on Juny 1<sup>th</sup>, 1993 in Banjarnegara Central Java. She is the second child of Mr. Ratim Mugi Rahardjo and Mrs. Sri Umiati. Male, who her hobbies like cooking, traveling and singing, lives at Karangbener Rt.06 Rw.05 of Bae village Kudus. She has two sister named Ami Rahayu and Ratna Tri P.R.

The female who is 23 years old begins his formal education in Elementari School at SD N 1 Bawang village Banjarnegara in 1999, in 2005 she continued has study in SMP 1 Bawang Banjarnegara, after three years and graduated in 2008, she decided entering Senior High School at SMK Taman Siswa Banjarnegara and graduated in 2011. After finishing has study , she went to Muria Kudus University in English Education Department Teacher Training and Education Faculty.

Activities that have been followed in the regulation of carrying out the practice of Field Experience (PPL) in the District Mejobo in SMA 1 Mejobo Kudus.